JOB SATISFACTION, SELF ESTEEM AND ORGANIZATIONAL COMMITMENT AMONG FACULTY MEMBERS OF SECONDARY LEVEL TEACHER TRAINING PROGRAMME IN INDIA (MYSORE) AND IRAN (TEHRAN) - A COMPARATIVE STUDY

ABSTRACT

The present investigation was a descriptive-cum-comparative study of Job Satisfaction, Self Esteem and Organizational Commitment among faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran). The purpose of this investigation was to examine how certain demographic variables (male and female teachers, teachers of different length of experience, teachers from government and private institutions, teachers of different types of subjects and teachers of different age groups) affect Job Satisfaction, Self Esteem and Organizational Commitment of faculty members of secondary level teacher training colleges in India (Mysore) and Iran (Tehran). In addition, the study aimed to find out the relationship between Job Satisfaction, Self Esteem and Organizational Commitment of faculty members in both countries (India and Iran). The study was carried on faculty members who were working in teacher training colleges in both countries; India (Mysore) and Iran (Tehran). The sample for the present study was drawn using simple random sampling technique and considered of 186 participants from Mysore sample and 254 participants from Tehran sample. The data collected was analyzed using independent samples’ t test, one way ANOVA, two way ANOVA , coefficient
correlation and DMRT (Duncan’s Multiple Range Test). Data were collected using three standardized questionnaires: (i) Job Satisfaction scale (JSS) which was used to measure of Job Satisfaction of faculty members; (ii) Self Esteem scale used to measure of Self Esteem of faculty members; and finally (iii) Organizational Commitment questionnaire (OCQ) used to measure of faculty members Organizational Commitment. The study revealed that in Job Satisfaction of faculty members of Mysore (India), gender, experience, type of institution, age, and subject taught by the faculty did not have significant influence. Among teachers from Tehran (Iran), again Job Satisfaction was found to be independent of gender, experience, type of institution, age, and subject taught by the faculty members. In case of Self Esteem, male teachers had higher Self Esteem than female teachers in India (Mysore). Experience-wise comparison revealed that teachers with experience of 21-30 years had maximum Self Esteem than teachers with experience of 1-10, 11-20 and above 30 years in India (Mysore). Type of Institute and subjects taught by the teachers did not influence their Self Esteem in India (Mysore). As the age increased, Self Esteem of the teachers in Mysore (India) increased linearly and significantly. Gender, length of experience and subjects taught did not influence the Self Esteem of the teachers from Tehran (Iran). Among teachers from Tehran (Iran) teachers in the age group of 45-54 years had highest Self Esteem scores compared to teachers in the other age groups. In case of gender, length of experience, type of institution, subjects taught by teachers and age of the teachers did not influence their Organizational Commitment in Mysore (India). In case of gender, length of experience, subjects taught by teachers and age of the teachers did not influence their Organizational Commitment in Tehran (Iran). Organizational Commitment of teachers was
significantly related to both Job Satisfaction and Self Esteem for all the teachers. Both for teachers from Mysore (India) and teachers from Tehran (Iran), Job Satisfaction and Organizational Commitment were mutually related. Based on these findings, educational implications and suggestions for future research were recommended.